R E P O R T R E S U M E S

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VOCATIONAL EDUCATION, A MESSAGE FROM BUSINESS.

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PUB DATE AUG 65

EDRS PRICE MF-$0.25 HC-$1.68 40P.

DESCRIPTORS- *OCCUPATIONAL SURVEYS, *EMPLOYMENT OPPORTUNITIES, *EMPLOYMENT QUALIFICATIONS, EMPLOYER ATTITUDES, *EDUCATIONAL NEEDS, JOB APPLICATION, *VOCATIONAL EDUCATION, INTERVIEWS, QUESTIONNAIRES, EDUCATIONAL IMPROVEMENT, CALIFORNIA,

A DISCUSSION BY INDUSTRY AND BUSINESS LEADERS AND EDUCATORS ON ESTABLISHING MORE MEANINGFUL RELATIONSHIPS BETWEEN BUSINESS, INDUSTRY, AND THE PUBLIC SCHOOLS PROMPTED A SURVEY OF NINE MAJOR EMPLOYERS IN CALIFORNIA TO GATHER DATA CONCERNING ENTRY LEVEL JOBS FOR WHICH IT WAS DIFFICULT TO FIND EMPLOYEES, THE GENERAL NATURE OF JOB INTERVIEW QUESTIONS, A FORECAST OF JOB NEEDS, AND OPINIONS CONCERNING THE KIND OF PREPARATION SCHOOLS SHOULD BE GIVING STUDENTS TO IMPROVE THEIR QUALIFICATIONS AS POTENTIAL EMPLOYEES. DURING THE YEAR ENDING JUNE 1964, KAISER STEEL CORPORATION PROCESSED 10,661 JOB APPLICANTS BUT HIRED 2,392, LOCKHEED-CALIFORNIA PROCESSED 18,296 BUT HIRED 3,944, AND PACIFIC TELEPHONE COMPANY PROCESSED 200,000 BUT HIRED 18,000. THE MAJOR REASONS FOR REJECTING APPLICANTS WERE THEIR FAILURE TO MEET EDUCATIONAL REQUIREMENTS, THEIR FAILURE TO MEET MINIMUM COMPANY TEST REQUIREMENTS, AND THEIR LACK OF SKILL OR EXPERIENCE. JOBS FOR WHICH IT WAS DIFFICULT TO FIND EMPLOYEES INCLUDED ACCOUNTANT, BOILERMAKER, BUILDING SERVICE MAN, DRAFTSMAN, ELECTRICIAN, PROGRAMER, STENOGRAPHER, AND WELDER. PREPARATION WHICH SCHOOLS SHOULD BE GIVING INCLUDED TRAINING IN SECRETARIAL AND CLERICAL SUBJECTS, ARITHMETIC, GRAMMAR, SPELLING, OFFICE CONDUCT, HUMAN RELATIONS, JOB APPLICATION, AND ANALYTICAL PROBLEM SOLVING. SUGGESTIONS FOR IMPROVING VOCATIONAL EDUCATION THROUGH EFFECTIVE INVOLVEMENT OF BUSINESS, INDUSTRY, AND SCHOOLS CONCERNED SETTING UP CENTRAL CLEARINGHOUSES FOR VOCATIONAL GUIDANCE MATERIALS, FEDERAL GOVERNMENT IMPLEMENTED PLANS OF JOB, REPRESENTATIVE VISITS TO SCHOOLS ON A CONTINUING BASIS, AND A VOCATIONAL EDUCATION COUNCIL FOR EACH COUNTY CONSISTING OF REPRESENTATIVES FROM BUSINESS, INDUSTRY, AND LABOR. SAMPLE EMPLOYMENT APPLICATION FORMS AND PERSONNEL INTERVIEWER EVALUATION FORMS ARE GIVEN IN THE APPENDIX. (PS)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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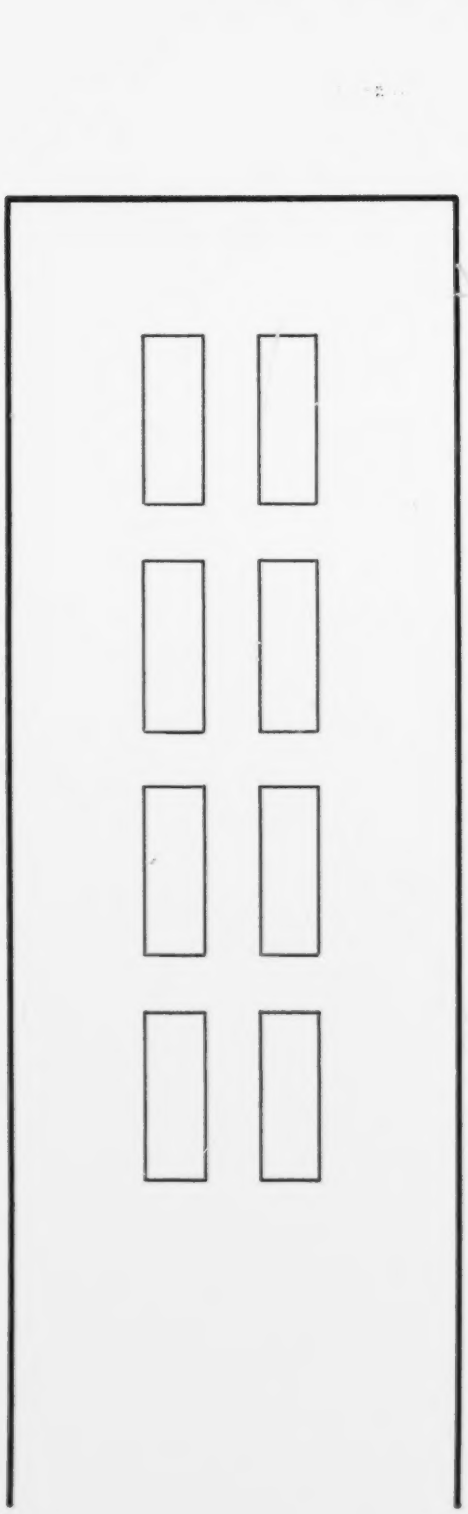
vocational education



a message
from business

ED 018787

VT002564

CALIFORNIA ASSOCIATION OF SECONDARY SCHOOL ADMINISTRATORS
1705 Murchison Drive, Burlingame, California

A CASSA MONOGRAPH

by

William N. McGowan

Executive Secretary, CASSA

August, 1965

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INTRODUCTION AND BACKGROUND

There's a small mechanical brain available about the size of a portable typewriter that can do in one hour what fifty men with modern desk calculators would normally take a year to achieve.

Boxes are now made automatically by a machine that produces thirteen boxes a minute from a pile of boards and a barrel of nails. It also makes crates, and frames for a bed's box springs. It can do everything but join the union!

An automatic bread-making machine mixes dough, shapes and cuts it, and feeds the loaves into an automatic oven. As the loaves emerge from the oven, an automatic machine slices and wraps them. No bakers needed! Only mechanics!

More than ninety per cent of the glass bulbs for the electric lights in the United States, above flash-light size, and for all radio and T/V tubes (except the picture tube) are turned out by only fourteen machines. Each machine, operated by one man, blows bulbs faster than a machine-gun can shoot bullets - eighteen hundred per minute! The machines work so fast they can't be kept busy. In their spare time they make Christmas tree ornaments, and they still don't have enough to do!

The world of work is changing almost faster than our ability to make adjustments for the changes taking place, and training for vocations becomes an almost impossible task. Training in basic skills must adjust to meet new needs, and one of the fundamental criteria for this training is an ability to adjust to change itself, whatever it may be. This demands the training of a flexible mind, a flexible attitude, and flexible abilities that can progress easily from one way of doing things to another and different way.

Advancing technology is having startling effects on all our vocations--on our methods of practicing medicine, handling communications, manufacturing all sorts of things, even the construction of houses. Tomorrow's homes may be of plastic, steel or aluminum, have removable walls, light diffusing partitions, structural furniture and self-contained utilities such as dry-cleaning units to supplement garbage disposals, dish-washers, and automatic washing-machine-dryers.

Vocations evolution is bringing about much more change than just that associated with the creation of new jobs, new ways of doing things. It is bringing about a whole shift of emphasis upon types of work made necessary by a changing world. A brief decade ago agricultural work still pre-empted the services of the majority of the labor force. Today, jobs in the "services" classification employ more workers than any other category. Other strange shifts in occupation are occurring.

One out of every forty-four working Americans now earns his living in the fine arts of painting, sculpture, music, drama, and architecture.

More Americans now earn a living in music than in the professions of law, medicine, dentistry, and the ministry combined.

What tremendous implications all this has for education, particularly those aspects dealing with vocational education! The real problem lies in the fact that many people, perhaps even a majority (and certainly many influential educators!) fail to appreciate or understand what's happening. The whole emphasis in education since Sputnik pierced the heavens in 1957 has been upon math and science, upon the so-called academic aspect of education. This emphasis has created an imbalance in curriculum, particularly at the level of the secondary school, between the "academic" and "non-academic" or "vocational" courses of study. The world needs scientists, engineers, doctors, lawyers, but more, it needs skilled technicians, lab assistants, technically trained sales personnel, artists, musicians, and a multitude of semi-professional workers that constitute the major portion of today's labor market.

Fortunately, some of the nation's leaders have recognized the need for emphasizing vocational education at the secondary school level, and movements are under way to do something about the situation.

President John F. Kennedy recognized the implications of a changing world for vocational education. One month after he took office, he requested the Secretary of Health, Education, and Welfare to appoint an advisory body "to be charged with the responsibility of reviewing and evaluating the current National Vocational Education Act, and making recommendations for improving and redirecting the program."[1]

A panel of consultants was established consisting of representatives from the fields of education, industry, labor, agriculture, and government. This panel suggested the replacement of existing vocational education programs with a program that would do these things:

1. Augment Federal funds now being given to support vocational education at the high school level.

2. Establish a three-year experimental program to devise pilot projects which would serve potential high school drop-outs and offer them appropriate individual vocational guidance.

3. Provide financial aid for assisting in the training of sub-professionals by making Federal funds available for construction of facilities as well as for instruction, administration, and the purchase of equipment for these programs.

4. Expand already established programs for retraining and upgrading skills of both employed and unemployed persons.

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[1] President's Message to Congress on American Education, Feb. 20, 1961.

5. Provide support for specific services which would improve vocational education, such as: training of vocational teachers, development of new curricula and instructional materials, research to help evaluate the effectiveness of vocational education, provide consultative services through state and local vocational education agencies.

Annual Federal contributions under these proposals would have totalled $400 million in the first year. The Administration felt it could not support the full "package", but did propose substantial additional support for vocational education in its legislative recommendations.

The measure that finally won support from the powerful American Vocational Association was HR 4955 by Congressman Carl D. Perkins. This bill became law as the Vocational Education Act of 1963 and provided financial support as illustrated in the following chart:[1]

PERMANENT AUTHORIZATION

Vocational education for persons in 4 categories	1963-64---- $60.0 million 1964-65----$118.5 million 1965-66----$177.5 million 1966-67 and each fiscal year thereafter-----$225.0 million
Construction of "area facilities"	
Ancillary services and facilities	
Research and training programs	

FOUR-YEAR AUTHORIZATION

Work-study programs for vocational education students	1964-65------$30 million 1965-66------$50 million 1966-67------$35 million 1967-68------$35 million
Residential vocational education schools	

The Vocational Education Act of 1963 dealt with, among other items, the following subject matter:

I Categories of Persons Named as Eligible to Receive Vocational Education in Programs Established Under the Permanent Authorization.

A. High school students
B. Persons out of school but available for full-time study in

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[1]The Vocational Education Act of 1963, Catalog No. FS 5.280:80034. U.S. Department of Health, Education, and Welfare, Washington D.C.,1965

preparing for a job.
C. Persons already in the labor market but who need retraining.
D. Handicapped persons (academically, socio-economically) that cannot succeed in regular vocational education programs.

II Construction of Area Schools.

A. A specialized high school.
B. A department of a high school training in no less than five different occupational fields.
C. A technical or vocational school.
D. A department or division of a junior college or community college training in no less than five different occupational fields.

III Ancillary Services and Activities.

A. Training and supervision.
B. Program evaluation.
C. Special demonstration and experimental programs.
D. Development of instructional materials.
E. State administration and leadership.

IV Technical information re use and distribution of funds via state plans.

V Advisory Committee on Vocational Education.

A. Composed of Commissioner of Education (chairman); one representative each of the Departments of Commerce, Agriculture, and Labor; and twelve members appointed, for staggered terms, by the Commissioner with the approval of the Secretary of Health, Education, and Welfare.

B. Committee shall meet not less than twice a year to advise Commissioner of Education in the preparation of general regulations and with respect to policy matters arising in the administration of the Vocational Education Act.

VI Advisory Council on Vocational Education.

A. To be appointed during 1966 for the purpose of reviewing the administration of the vocational education programs.
B. Twelve persons appointed by the Secretary of Health, Education, and Welfare shall report findings and recommendations to the Secretary not later than January 1, 1968.

VII Work-Study Programs.

A. Student must have been accepted for enrollment as a full-time student in a vocational education program.
B. Student must need earnings to stay in school.

C. Student must be at least fifteen years old and no more than twenty at the time of entry into program.
D. Student must be capable of maintaining good standing in his vocational education program while he is employed.

VIII Residental Vocational Education Schools.

A. Grants made available to State Boards, Colleges and Universities, and with the approval of the appropriate State Board, to public educational agencies, organizations, or institutions for the construction, equipment, and operation of residential schools to provide vocational education to youths at least fifteen years of age and less than twenty-one at time of enrollment.
B. Special consideration given to needs of large urban areas having substantial drop-outs.

Other assistance for a type of vocational education was provided by the Economic Opportunity Act of 1964. In his State of the Union message to Congress in January, 1964, President Lyndon B. Johnson declared a "war on poverty," a war which was not only to attack poverty, but its causes. The President gave a special message on this theme in March, 1964, which was accompanied by a draft of a proposed Economic Opportunity Act. This proposal was introduced in bill form by Senator McNamara, supported by thirty-five other Senators. S2642 became Public Law 88-452.

Title I of the Economic Opportunity Act appropriated $412,500,000 for the fiscal year ending June 30, 1965; and for the fiscal year ending June 30, 1966, and the fiscal year ending June 30, 1967. This title made the following provisions:

Part A - Established a Job Corps to provide education, work experience, and vocational training in conservation camps and residential training centers.

Part B - Established a work-training program under which the Director of the Office of Economic Opportunity will enter into agreements with State and local governments or non-profit organizations to pay part of the cost of full or part-time employment to enable young men and women, 16 to 21, to continue or resume their education or to increase their employability.

Part C - Established a work-study program under which the Director of OEO will enter into agreements with institutions of higher learning to pay part of the cost of part-time employment for undergraduate or graduate students from low-income families to permit them to enter upon or continue college level education.

Other portions of the Economic Opportunity Act provide for "community action" programs, programs to combat poverty in rural areas, employment and investment incentives, and work-experience programs.

The whole theme of the Economic Opportunity Act of 1964 was that "education is the key to the prison of poverty."[1] The act provides many opportunitites for enabling a wide diversity of groups and organizations to find ways of attacking poverty by getting at root causes, including education.

The Elementary and Secondary Education Act of 1965 also has significant implications for the pursuit of improved programs of vocational education. Title I amends Public Law 874 by adding a new Title II to the act to provide financial assistance in local educational agencies for the education of children of low-income areas, and by extending present provisions of PL 874 until June 30, 1968.

Title II of the act authorizes the Commissioner of Education to make grants for the acquisition of school library resources, textbooks, and other instructional materials for the use of children and teachers in public and private elementary and secondary schools.

Title III authorizes a five-year program for making grants for supplementary educational centers and services to stimulate and assist in the provision of vitally needed vocational services not available in a sufficient quantity and quality and to assist in the development of exemplary elementary and secondary school educational programs to serve as models for regular school programs.

Title IV amends the Cooperative Research Act of 1954 by authorizing the Commissioner of Education to make grants to universities and colleges and other public or private non-profit agencies, institutions, and organizations and to individuals, for research, surveys, and demonstrations in the field of education: for the dissemination of information derived from educational research; and to provide, by contracts or jointly financed cooperative arrangements, for the conduct of such activities. This title also provides for the construction and operation of regional facilities for educational research and related purposes.

Title V of the Elementary and Secondary Act of 1965 authorizes a program to stimulate and assist States in strengthening the leadership resources of their State educational agencies, and to assist those agencies in the establishment and improvement of programs to identify and meet the educational needs of States.

President Johnson's statement, issued April 1, 1965, the day the Elementary and Secondary Act of 1965 was reported by the subcommittee to the full Committee on Labor and Public Welfare, states clearly the philosophy that characterizes the interests of many leaders in estab-

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[1] 88th Congress, 2nd Session, Senate Report No. 1218, Economic Opportunity Act of 1964, p 17.

lishing new aims and purposes for public education, with particular emphasis on vocational education. He said:

> "This bill has a simple purpose: To improve the education of young Americans.
>
> It will help them master the mysteries of their world - enrich their minds - and learn the skills of work.
>
> And these tools can open the world to them.
>
> With education, instead of being condemned to poverty and idleness, young Americans can learn the skills to find a job and provide for a family. Instead of boredom and frustration they can find excitement and pleasure in their hours of rest. Instead of squandering and wasting their talents they can learn to use them to benefit themselves and the country they live in.
>
> How many young lives have been wasted; how many families now live in misery; how much talent has the Nation lost; because we have failed to give all our people a chance to learn.
>
> Each day's delay in building an adequate education system means 2,700 school dropouts - 2,700 wasted and blighted lives. Last year over 28 per cent of all draftees were rejected by the armed services because they could not read or write at the eighth-grade level.
>
> Today 8 million adult Americans have not finished 5 years of school - 20 millions have not finished 8 years of school - nearly 54 million have not finished high school.
>
> This is a shocking waste of human resources. And we can measure the cost in other terms. We now spend about $450 a year per child in our public schools. But we spend $1,800 a year to keep a delinquent youth in a detention home - $2,500 for a family on relief - $3,500 a year for a criminal in a State prison.
>
> Education is also the most economical investment in our Nation's future.
>
> From the very beginning knowledge for all was the key to success of the American experiment. The duty to provide that knowledge has rested on each successive generation. It weighs most heavily on us. For as society has grown more intricate the need for learning has grown more intense. And the rapid growth of the Nation threatens to outdistance the capacities of the school systems we now have. The result is that millions of young Americans are denied their full right to develop their minds.
>
> This bill represents a national determination that this shall no longer be true. Poverty will no longer be a bar to learning, and learning shall offer an escape from poverty. We will neither dissipate the skills of our people, nor deny them the fullness of a life informed by knowledge. And we will liberate

each young mind - in every part of this land - to reach to the furthest limits of thought and imagination.

For this truly is the key which can unlock the door to a great society."

A SURVEY OF MAJOR CALIFORNIA EMPLOYERS

On September 14, 1964, four people of widely varying interests and backgrounds sat down to lunch in San Francisco and began a discussion concerning the relationship of the interests of business and industry to vocational education. Ralph E. Boynton, Vice President of the Bank of America in charge of Personnel Training; Mrs. Marguerette Paponis, Employment Supervisor for the Pacific Telephone Company; Miss Lynn Steward, Assistant Training Director for Macy's California operation, joined William N. McGowan, Executive Secretary for the California Association of Secondary School Administrators, to discuss vocational education and the establishment of more meaningful relationships between business, industry, and the public schools.

Later the group was augmented to include Theodore J. Kirsch, District Personnel Representative for the Pacific Gas and Electric Company; Andrew J. Poulos, Manager, Personnel Administration, Lenkurt Electrical Company, Inc.; Donald J. Robertson, Manager, South-Western Publishing Company; and Gerald B. Schuyler, Executive Secretary for the Northern California Industry-Education Council.

A survey of major employers in California was decided upon to develop data concerning such items as: entry level jobs for which it is difficult to find employees, the general nature of interview questions, a forecast of job needs, and opinions concerning the kind of preparation schools should be giving students to improve their qualifications as potential employees. Other areas of interest were also made a part of the survey form. A list of the survey questions appears in Appendix #1.

Respondents were:

Bank of America N. T. and S. A.
California Packing Corporation
Foremost Dairies, Inc.
Kaiser Steel Corporation
(General and Sales Offices)
Kaiser Steel Corporation
(Fontana Plant)
Kaiser Steel Corporation
(Fabricating Division, Napa)
Lockheed-California Company
North American Aviation, Inc.
Northrop Corporation
(Norair Division)
Pacific Telephone Company
Safeway Stores, Inc.

Some respondents could not answer all of the survey questions, for a variety of reasons - no records kept, information desired is classified, etc. However, the over-all response was excellent, and the data obtained most interesting.

Some random comments gleaned from material provided by the survey give a certain picture of the competition for jobs. The General Sales Offices of Kaiser Steel processed 302 job applicants during the year ending June, 1964, rejected 220, and hired 82. During the same period the Fontana Plant of Kaiser Steel processed 3,591 applicants, rejected 2,409, and hired 1,182. The Fabricating Division of Kaiser Steel processed 6,768, rejected 5,640, and hired 1, 128. Lockheed California processed 18,296 applicants and hired 3,944. The Pacific Telephone Company processed 200,000 job applicants, and hired 18,000.

Only Bank of America, Lockheed, and the Pacific Telephone Company have regular employees between the ages of 16-18: Bank of America - 92; Lockheed - 10; Pacific Telephone - 339.

Pacific Telephone employs the largest number of 18-20 year-olds - 6,084. Bank of America is next in line with 1,957. North American employs 1,700 18-20 year-olds, and the other companies all employ a few - from one up to approximately 300.

The above figures indicate fierce competition for jobs, the employment of highly selective processes for job applicant screening, and comparatively low employment of persons under the age of 20.

Chief among the reasons for rejecting job applicants are these:

1. Educational requirements could not be met. (Most employers require a high school diploma as basic qualification, higher degrees for specific types of job, and special training for special jobs, i.e.,shorthand for certain types of secretarial jobs.)

2. Failure to meet minimum company test requirements. (Most companies use some form or other of objective test, either single test or a battery.)

3. Lack of skill or experience in jobs available.

4. Personal qualifications. (Attitude, appearance, personality, verbal expression.)

5. Physical and/or medical reasons.

6. Poor references.

7. Security reasons.

8. Unsatisfactory scholastic and/or attendance record in school.

It seemed important for the survey to find out the exact kind of information employers want from people applying for jobs; so job application forms were requested. They tell their own story, a very interesting story. Samples appear as Appendix #2. Certainly no young person should

graduate from high school without having had a chance to study several different types of application forms. Teachers could obtain a lot of good ideas for the building of course content from a study of these forms.

Young people should also be prepared for the "interview." Sample interview forms appear as Appendix #3.

Survey Item #6 stated: "List entry level jobs for which it has been difficult to find qualified applicants;" and Item #7 requested the same information as applied to the past two years (time period ending July 1, 1964). The following lists are self-explanatory.

Item #6:

1. Accountant
2. Boilermaker (Read blueprints, Advanced Math)
3. Building Serviceman and Messenger (Telephone Co.)
4. Burners (Machine, Multi-Nozzle)
5. Clerk (Typist)
6. Code Welder
7. Draftsman (Semi-skilled)
8. Electrician (Maintenance, construction)
9. Engineering Trainees
10. Key Punch Operators
11. Machine Shop Operator (Milling, lathe, duplicating and profiling, boring)
12. Meat cutter
13. Mechanic (Production and maintenance)
14. Sales Trainees
15. Secretary (Male)
16. Service Representative (Telephone Co.)
17. Stenographer
18. Telephone Craftsman
19. Telephone Operator
20. Traffic Rate Analyst (Kaiser Steel)

Item #7:

1. Accountant
2. Auditor
3. Blacksmith
4. Boilermaker
5. Building Service Man and Messenger (Telephone Co.)
6. Burner
7. Coremaker
8. Draftsman
9. Electrician (Maintenance)
10. Engineer (Design, Aeronautical, Sales)
11. Instrument Calibration Mechanic (Electronic)
12. Machinist (Journeyman, senior, numerically controlled, programmer)
13. Machine Tool Rebuilder and Repairman
14. Manufacturing Program Planner
15. Meat Cutter
16. Meter Repairman
17. Plastic Parts Fabricator
18. Plumber (Maintenance)
19. Programmer (Data Processing)
20. Roofer
21. Sales Trainees
22. Secretary
23. Sheet Metal Worker
24. Stenographer
25. Telephone Craftsman
26. Telephone Operator
27. Template Maker
28. Welder (Code and Combination)

The survey made a request that respondents forecast job needs for high school graduates, and other categories, over a period running through 1967. Forecasting is always difficult, and the form of the request was not as well developed as it might have been. However, responses supported what is known to be as a trend in the direction of higher educational qualifications for all sorts of jobs.

The Lockheed-California Company made an excellent response to the forecast request, and their response is quoted below.

	High School Graduates	Some College Education	College Graduates	Advanced Degrees
1965				
Salaried - supervisory		64	191	64
Salaried - staff		127	382	127
Engineering and scientific		96	287	96
Technical & office	574	239	143	
Skilled factory	932	358	143	
Semi-skilled factory	1036	344		
Unskilled	53			
1966				
Salaried-supervisory		47	202	66
Salaried - staff		96	411	135
Engineering & scientific		75	275	150
Technical & office	556	315	178	
Skilled factory	912	391	145	
Semi-skilled factory	1003	352		
Unskilled	50			
1967				
Salaried - supervisory		31	212	69
Salaried - staff		65	442	143
Engineering & scientific		52	262	210
Technical & office	586	356	207	
Skilled factory	892	424	146	
Semi-skilled factory	971	360		
Unskilled	47			

Testing has become a part of our "way of life," and is certainly an important part of employment experience. Actual testing programs employed by companies to help screen job applicants are many and varied. They check factors including: general intelligence, aptitudes, interests, personality, achievement, and many skills. The testing program varies from a single five minute test to the use of the General Aptitude Test Battery developed and used by the U. S. Department of Employment.

Companies vary as to requirements established for entry-level jobs. Major requirements seem to be:

1. Acceptable attendance record (work and school).
2. Acceptable behavior record.

3. Acceptable past employment record.
4. Career interests.
5. Eighteen years of age.
6. High School diploma or equivalent.
7. Minimum scores on tests.
8. Personal qualifications.
9. Physical requirements.
10. Requisite skills for specific jobs.

Again, the Lockheed-California Company provided a most comprehensive response. It is quoted here for its definite interest value. Karl R. Kunze, Department Manager, Training and Management Personnel, was the respondent.

> There are several groups of minimum requirements for entry-level jobs based on the complexity of the jobs. These follow in order of job complexity.
>
> Group I
>
> 1. Read and understand simple instructions.
> 2. Write - minimum ability.
> 3. Add and subtract - little more.
> 4. Some inplant training.
>
> Group II
>
> 1. Eighth grade education (average intelligence).
> 2. Add, subtract, multiply, and divide.
> 3. Minimum course in blueprint reading (basic).
> 4. Six weeks course in use of hand tools, i.e., pliers, screwdriver, scale, hammer, etc.
>
> Group III
>
> 1. Tenth grade education (average intelligence).
> 2. Course in blueprint reading.
> 3. Good knowledge and some power hand tools, i.e., drill, pedestal grinder, saw, etc.
>
> Group IV
>
> 1. Tenth grade education (average intelligence).
> 2. Good knowledge of blueprint reading.
> 3. Good knowledge of use of hand and power tools.
> 4. Good to excellent coordination.
> 5. Three to six months specialized training on the job.

The final item of the survey made this request of respondents: "State briefly your opinions concerning the kind of preparation (academic, personal, social) you feel the schools should be giving students to improve their qualifications as potential employees." A composite of

responses made identifies the following areas of interest and concern:

1. There needs to be improved preparation for secretarial and clerical work (insufficient knowledge of grammar, spelling, simple mathematics, typing and shorthand.)

2. There needs to be improved grounding in arithmetic, grammar and spelling for everyone.

3. Students should be taught how to act in a business office, how to dress, and that "good results will be expected and required of them by their employers."

4. Students should be counseled on how to apply for work, job interviews, personal hygiene, courtesy, and employer-employee relationships.

5. Students should be "directed toward a field or vocation which is reasonable in terms of their individual skills, aptitudes and abilities."

6. There needs to be improved and more realistic counseling - 1) outlook for employment in various vocations and industries, 2) nature of preparation required, and 3) wage rates.

7. There needs to be improved instruction in developing an analytical approach to solving problems.

8. There needs to be instruction in ability to work with others and acceptance of supervision.

9. There needs to be a little indoctrination in the art of make-up for girls - better ways to "dress to impress."

One company submitted this specific response:

1) Teaching more Business economics. Here the students should be exposed to basic concepts of our private enterprise system and the desirability of businesses operating at a reasonable profit.

2) Encouraging student participation in Junior Achievement Programs.

3) In math courses, stressing the knowledge of business arithmetic.

4) Stressing the importance of spoken and written English in Business today.

5) Teaching the value of good grooming and dress.

6) Providing the students with more knowledge of "What To Do When Applying For A Job."

MORE INFORMATION

It isn't enough to obtain cursory information from employers to provide the best informational background for vocational education, or to establish more meaningful communication between business, industry and the public schools. Much more needs to be done. A program for the establishment of continuing communications between these entities needs to be developed. Unions need to be involved. Vocational counseling needs to be reorganized and emphasized. Work experience opportunities for students need to be expanded. New points of view regarding vocational education need to be explored and studied.

In order to stimulate further thinking on this subject, three suggestions are made in the following material that are worthy of serious consideration and support. The first two suggestions are made by Ralph E. Boynton, Vice President in charge of Personnel Training, Bank of America. The third suggestion is the author's.

Suggestion #1

The problem:

There is not enough vocational information available at the school, and the counselor lacks time, knowledge of sources and facilities to obtain it. The material for vocational guidance which is on hand in the school for use in vocational counseling may be out of date or improperly prepared, and the counselor has no means for determining its reliability.

The solution:

A clearing house for materials to be used in vocational guidance should be established by state governments in the office of the state superintendent of schools or his equivalent. The responsibility of this agency should be

1. The regular, orderly collection of information to be used in vocational guidance.

2. A review and evaluation of guidance material collected.

3. A regular planned distribution of guidance materials collected to school vocational counselors in the state and the distribution, on a regular basis, of a destruction schedule for information previously distributed and obsolete.

The Federal Government should assist in developing the system described by presenting a formalized plan for its implementation to the various state school authorities.

Suggestion #2

The problem:

Our present concept of the work of the vocational counselor in a typical school is not only erroneous, but is not within the capability of human performance. The counselor is expected to be skilled in evaluating the intelligence, the aptitudes and the interests of individual students. He must then fit the sum of his discoveries into an occupational objective that can be translated to the person being counseled. Modern testing and interviewing techniques provide the means for evaluation. The second step of matching the evaluation to a vocational objective should be performed by a computer and not by a person.

One large California corporation with nearly 30,000 employees has more than 2,000 classified positions. A large staff in the personnel department of this company is constantly servicing the position evaluation and classification system, in order to keep it up to date. It is possible that a counselor could learn about most of the positions in this company and perhaps even keep up to date on significant changes that would occur. It is not possible that a counselor can learn enough about all of the occupations in a world of increasing complexity and accelerating change.

It may be possible at some time in the distant future to provide the counselor with a computer to assist in selecting vocational objectives, but at the moment we must find effective human substitutes to help in the prevention of the waste of human efforts.

The solution:

The school vocational counselor should become the school coordinator of vocational counseling.

1. He would first make a macro sort of students in terms of abilities and interests.

2. Then he would plan, over the total school year, a series of visits to the school by representatives of the community of work.

   a. Students would be brought together in groups of not more than ten individuals.

   b. A representative of the professions, of business, of industry, of labor, or of government would then present a brief description from a formal outline of what he does, how he does it, and what he needed to learn how to do it. Students would be given opportunities to ask questions and, subsequently, to meet with the resource person on an individual prescheduled basis.

3. The Federal Government should assist in the implementation of this program by:

   a. Organizing a typical plan for a school.

   b. Assisting in setting up demonstration systems in schools in strategic locations nationwide.

4. This same program could be installed in counseling centers being established in connection with the war on poverty and ignorance.

Suggestion #3

Every County Superintendent of Schools should establish a Vocational Education Council composed of representatives from business, industry, and labor. The size of the Council will vary in different localities. The composition of the Council will also vary in different communities. The chief requisite for Council membership is that it represent major employers in the county and those who represent organized labor in the county.

The County Superintendent should provide a staff to assist the Council in its work, which, in broad outline, would be the following:

1. Maintain an up-to-date survey of job opportunities in the county that might take the form used by the Stanislaus County "Guide To Occupational Information in Stanislaus, San Joaquin, and Contiguous Counties."[1]

2. Assist schools in obtaining representatives from business, industry, labor, and government to help in vocational counseling.

3. Develop and maintain a County Clearing House for materials to be used in vocational guidance.

4. Assist the County Superintendent in the development of a voluntary program of supervision and evaluation of vocational education programs in the schools.

5. Assist local schools in establishing and maintaining work experience programs.

6. Assist in the coordination of efforts at the local, state, and Federal level of government related to vocational education and employment programs.

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[1] "A Guide to Occupational Information in Stanislaus, San Joaquin and Continguous Counties," Project Search; distribution by Fred C. Beyer, County Superintendent of Schools, Stanislaus County.

Conclusion

Public schools need to establish more meaningful contacts with the business community, and with labor, if the vocational education program is to become a real and practical, vital experience in preparing young people to take their proper places in the adult world following graduation from high school. The business community is ready to help establish these "more meaningful" contacts. Labor, when asked, has indicated a willingness to participate in a program to improve vocational education. It's up to school people now to move out into the community and recruit the assistance needed. It's up to school people to offer the opportunity to business, industry, and labor for involvement in the development of a truly "vocational" education program.

This is the real challenge facing the public secondary school today. The schools need to continue to improve the academic program for college prep students. But more, the schools need to establish a whole new academic program geared to the needs of those students who must have practical vocational preparation in secondary school if they are to have any such preparation at all. These students need Business English, Business Math, General Science, good Vocational Counseling, and Work Experience. Parents need counseling, too, in order to appreciate and understand their children's aptitudes, interests, and needs.

This is a large order for the public schools, but it's an order that must be filled. If the schools cannot accomplish this task, other agencies will be authorized, or created to do it. The public secondary school must now successfully meet the challenge of becoming truly "comprehensive," or evolve to a function and status that is less than the dream toward which its aims have directed it.

APPENDIX # 1

APPENDIX # 1

The Survey Form requested information as follows:

1. Number of job applicants processed in California from July 1, 1963 to June 30, 1964.

2. Number of persons hired during the above period. Number persons rejected.

3. List major reasons for rejections.

4. How many present employees are: (16-18 years old) (18-20 years old)?

5. Please enclose a copy (or copies) of your job application form (s). If you use an applicant interview form, please enclose a copy.

6. List entry level jobs for which it has been difficult to find qualified applicants.

7. List jobs for which it has been difficult to find qualified applicants during the past two years.

8. If no standardized interview form is used, describe the general nature and objectives of this employment interview.

9. Forecast job needs by title under indicated category:

	High School Graduates	Some College Education	College Graduates	Advanced Degrees
1965				
1966				
1967				

10. If pre-employment tests are given, please send sample set(s). If not available, please describe general nature of tests, indicating major areas covered in testing programs.

11. Please provide a statement of your minimum requirements for entry-level jobs.

12. State briefly your opinions concerning the kind of preparation (academic, personal, social) you feel the schools should be giving students to improve their qualifications as potential employees.

APPENDIX # 2

EMPLOYMENT APPLICATION

Please type or print answers to all questions

AN EQUAL OPPORTUNITY EMPLOYER

NAME (LAST / FIRST / MIDDLE) | SOCIAL SECURITY NO. | DATE

ADDRESS (NUMBER AND STREET / CITY / STATE / ZIP CODE / TELEPHONE NO.) | MALE ☐ FEMALE ☐

DO NOT USE SPACE ABOVE OR BELOW

CINV._____

PERSONAL

Single ☐
Married ☐
Widow ☐
Widower ☐
Separated ☐
Divorced ☐

How many dependent children reside with you?

HOME

☐ OWN/BUYING ☐ RENT ☐ LIVE WITH SPOUSE ☐ LIVE WITH PARENTS
☐ LIVE WITH RELATIVES ☐ OWN/BUYING FURNITURE

PHYSICAL

HEIGHT_____ WEIGHT_____ BIRTH DATE MO. | DAY | YEAR _____ AGE_____

DESCRIBE ANY PHYSICAL, VISUAL OR MENTAL LIMITATIONS OR DEFECTS WHICH YOU NOW HAVE OR HAVE HAD IN THE PAST:

Have you ever been employed by any company or subsidiary? Yes ☐ No ☐
If yes, answer the following:

NAME OF COMPANY

ADDRESS

DATES OF EMPLOYMENT

REASON FOR TERMINATION

U. S. MILITARY SERVICE (Include State Militia Service)

Military Service Yes ☐ No ☐

Reserve Status Active ☐ Inactive ☐

ACTIVE DUTY (MO., YR.) FROM TO

BRANCH OF SERVICE

TYPE OF DISCHARGE

PRESENT DRAFT STATUS

Are You a United States Citizen? YES ☐ NO ☐

If No. Do You Have a Legal Right to Remain Permanently in the U. S.? YES ☐ NO ☐

If Employed, Can You Submit a Birth Certificate or Other Proof of U. S. Citizenship? YES ☐ NO ☐

EDUCATIONAL RECORD (Use separate sheet if more space is needed. See reverse side for special training information.)

LAST ELEMENTARY AND/OR JUNIOR HIGH SCHOOL AND ADDRESS

LAST HIGH SCHOOL AND ADDRESS

COLLEGES OR UNIVERSITIES AND ADDRESSES (DO NOT INCLUDE EXTENSION OR PART TIME COURSES)

COLLEGES MAJOR SUBJECTS

CIRCLE LAST GRADE COMPLETED				Did You Graduate	Date Left or Graduated
1	2	3	4		
5	6	7	8		
9	10	11	12		
YRS. COMP.	DEGREES OBTAINED				
YRS. COMP.	DEGREES OBTAINED				

Typing Speed _____ WPM

Shorthand Speed _____ WPM

Do You Read Blueprints? YES ☐ NO ☐

Indicate Shifts You Are Willing to Work
Any ☐ Swing ☐ Day ☐ Grave-yard ☐

EMPLOYMENT AND U. S. MILITARY—Account for **ALL** time for at least 10 years including periods of unemployment. Include U. S. military service and service in State Militia. List positions in order, starting with present employer. If in own business, give firm name, address and a business reference. Use a separate sheet if more space is needed.

FROM MO./YR.	TO MO./YR.	EMPLOYER'S NAME, Complete Mailing Address and Kind of Business	JOB TITLE	BRIEF OUTLINE OF MAJOR DUTIES INCLUDING U. S. MILITARY	SALARY — WAGES	REASON FOR LEAVING
		PRESENT OR LAST EMPLOYER ADDRESS				
		EMPLOYER ADDRESS				
		EMPLOYER ADDRESS				
		EMPLOYER ADDRESS				
		EMPLOYER ADDRESS				

Apprentice, Special Training and Extension Courses and Dates, Machines Operated. Languages You Write and Speak Fluently.

OCCUPATIONAL LICENSES AND CERTIFICATES	
TYPE AND NO.	EXPIRATION DATE

Do You Own Tools of Your Trade? YES ☐ NO ☐

LIST BELOW WHERE YOU HAVE LIVED DURING THE PAST 5 YEARS (Longer if information is available)

FROM MO./YR.	TO MO./YR.	TIME IN MOS.	NUMBER AND STREET	CITY	STATE

List all organizations or associations to which you belong, excluding trade unions and any others the names or character of which indicate the race, religious creed, color, national origin or ancestry of its members.

Husband's or Wife's Full Name — LAST — FIRST — MIDDLE

Spouse Deceased YES ☐ NO ☐

Spouse's Present Address — NUMBER AND STREET — CITY — STATE

SPOUSE'S OCCUPATION (IF EMPLOYED)

Name and Address of Spouse's Employer

In Case of Emergency Notify— NAME — ADDRESS — TELEPHONE NO.

Have You Worked For Any Company Under a Different Name? YES ☐ NO ☐ IF YES, GIVE THE NAME

Have You Ever Been Convicted of a Crime Under a Different Name? YES ☐ NO ☐ IF YES, GIVE THE NAME

Have You Ever Been Arrested For Any Offense Other Than Minor Traffic Violations? YES ☐ NO ☐ IF YES, EXPLAIN. USE SEPARATE SHEET IF NECESSARY

Have You Ever Received a Security Clearance? YES ☐ NO ☐ IF YES, WHERE GRANTED — BY WHOM — LEVEL OF CLEARANCE — DATE

Have You Ever Been Denied a Security Clearance? YES ☐ NO ☐ IF YES, EXPLAIN. USE SEPARATE SHEET IF NECESSARY

GIVE THREE REFERENCES, NOT RELATIVES OR FORMER EMPLOYERS, WHOM YOU HAVE KNOWN FOR AT LEAST THREE YEARS

NAME	ADDRESS	Telephone No.	YEARS KNOWN	OCCUPATION

Do You Have Any Relatives or Acquaintances Employed by Lockheed? YES ☐ NO ☐ IF YES, GIVE NAME — POSITION — DEPARTMENT — RELATIONSHIP

Are you, or have you ever been a member of any communist organization or political party or organization which advocates or advocated the overthrow of our constitutional form of government in the United States, or do you have or have you had membership in or affiliation with any group, association or organization which advocated or advocates or lent or lends support to any organization or movement advocating the overthrow of our constitutional form of government in the United States.

WRITE ANSWER DO NOT TYPE OR PRINT YES OR NO_____

If the answer is yes, name the organization and give complete details on a separate sheet.

I hereby certify that the answers given by me to the foregoing questions and statements made are true and correct without consequential omissions of any kind whatsoever. I agree that the companies shall not be liable in any respect if my employment is terminated because of the falsity of statements, answers or omissions made by me in this questionnaire. I agree to submit to physical examination. If employment is obtained under this application I will comply with all orders, rules and regulations of this Company. I also authorize the companies, schools or persons named above to give any information regarding my employment, together with any information they may have regarding me whether or not it is on their records. I hereby release said companies, schools or persons from all liability for any damage whatsoever for issuing this information.

READ THE ABOVE STATEMENT AND SIGN APPLICATION HERE:_____

NON-COLLEGE

JOB	CLASS.	DATE	INT.	STATUS

DATE EMPLOYED _____ DEPT. _____

APPLICATION FOR EMPLOYMENT

PLEASE PRINT

DATE _____ CITY _____

NAME MISS / MRS. / MR. _____
LAST FIRST MIDDLE

RESIDENCE ADDRESS _____ TEL. NO. _____
NUMBER STREET CITY ZONE

HOW LONG HAVE YOU LIVED IN THIS CITY? _____ HOW LONG AT THE ABOVE ADDRESS? _____

DATE OF BIRTH _____ WHAT PROOF OF AGE HAVE YOU _____ ARE YOU A CITIZEN OF U.S.A.? _____

ARE YOU: SINGLE ☐ MARRIED ☐ WIDOWED(ER) ☐ SEPARATED ☐ DIVORCED ☐ SOCIAL SECURITY NO. _____

NO. OF DEPENDENTS _____ AGES OF CHILDREN _____ DO YOU LIVE WITH SPOUSE _____ PARENTS _____ OTHER ___

PERSON TO NOTIFY IN CASE OF ACCIDENT: NAME _____ ADDRESS _____

PLEASE COMPLETE BALANCE OF FORM IN YOUR OWN HANDWRITING

HEIGHT _____ FT. _____ INS. WEIGHT _____ LBS. WRITE WITH LEFT _____ OR RIGHT HAND _____

DO YOU OBJECT TO WORKING SATURDAY, SUNDAY, HOLIDAYS OR DAY, EVENING OR NIGHT HOURS? _____

TYPING SPEED _____ DICTATION SPEED _____ OTHER BUSINESS MACHINES? _____

EDUCATION:

	NAME OF SCHOOL	CITY AND STATE	MAIN SUBJECTS STUDIED	GRADE COMPLETED	MONTH AND YEAR
HIGH					
J. C.					
COLLEGE					
OTHER					

NAME UNDER WHICH ATTENDED SCHOOL, IF DIFFERENT _____

SCHOOL OR CAMPUS ACTIVITIES AND HONORS WON _____
(EXCLUDE ORGANIZATIONS, THE NAME OF WHICH INDICATES RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS.)

ARE YOU A LICENSED MOTOR VEHICLE OPERATOR? YES _____ NO _____

HAVE YOU EVER BEEN ARRESTED FOR OTHER THAN MINOR TRAFFIC VIOLATIONS? _____
(YES OR NO)

IF YES, GIVE (1) OFFENSES, (2) DATES, (3) PLACES OF ARREST AND (4) DISPOSITION OF CASES. _____

KIND OF WORK DESIRED: _____

HAVE YOU EVER APPLIED FOR WORK WITH ANY COMPANY BEFORE? _____ IF YES, WHERE? _____

WHAT BROUGHT YOU TO THE COMPANY? _____
(NEWSPAPER AD, RADIO, FRIEND, ETC.)

NAME OF FRIEND OR RELATIVE IN COMPANY _____

PLEASE FILL OUT REVERSE SIDE OF FORM

FIRST, GIVE NAMES OF ANY COMPANIES FOR WHICH YOU HAVE WORKED. THEN LIST YOUR OTHER JOBS START WITH LAST JOB HELD

WHERE YOU HAVE WORKED	POSITION HELD AND DEPARTMENT	NAME AND TITLE OF IMMEDIATE SUPERVISOR	TYPE OF WORK	DATE EMPLOYED	DATE OF LEAVING	WAGES OR SALARY
FIRM NAME						
STREET ADDRESS						
CITY ZONE STATE						
TEL. NO. WHY DID YOU LEAVE? NAME UNDER WHICH EMPLOYED IF DIFFERENT						
FIRM NAME						
STREET ADDRESS						
CITY ZONE STATE						
TEL. NO. WHY DID YOU LEAVE? NAME UNDER WHICH EMPLOYED IF DIFFERENT						
FIRM NAME						
STREET ADDRESS						
CITY ZONE STATE						
TEL. NO. WHY DID YOU LEAVE? NAME UNDER WHICH EMPLOYED IF DIFFERENT						
FIRM NAME						
STREET ADDRESS						
CITY ZONE STATE						
TEL. NO. WHY DID YOU LEAVE? NAME UNDER WHICH EMPLOYED IF DIFFERENT						

MILITARY SERVICE RECORD – UNITED STATES ARMED FORCES

SELECTIVE SERVICE OR RESERVE STATUS

DATE OF ENTRY		RANK AT DISCHARGE	
DATE OF DISCHARGE		RATING OR SPECIALIST	
BRANCH OF SERVICE		TYPE OF DISCHARGE	

GIVE TWO PERSONAL REFERENCES (NOT RELATIVES OR PERSONS YOU HAVE WORKED FOR)

NAME	MAILING ADDRESS	CITY (NEED NOT BE LOCAL)	ZONE	STATE	TEL. NO. IF KNOWN	BUSINESS OR PROFESSION

ANY MISREPRESENTATION OF FACTS CONTAINED ON THIS APPLICATION IS CAUSE FOR DISMISSAL. IF YOU ARE EMPLOYED

Application for Employment

• PLEASE USE INK AND PRINT ALL NAMES

SOURCE CODES

H. S._____

LOC._____

COLL._____

COMP._____

DATE REC'D._____

NAME _____ LAST _____ FIRST _____ MIDDLE _____

LAST NAME FIRST MIDDLE (IF MARRIED WOMAN GIVE MAIDEN NAME)

STREET ADDRESS CITY STATE ZIP CODE

TELEPHONE NO. _____ (AREA CODE) (PHONE NUMBER) SOCIAL SECURITY NO. _____

PERSONAL

AGE _____ DATE OF BIRTH _____ (MO. DAY YEAR) SEX _____ HEIGHT _____ WEIGHT _____ MARITAL STATUS _____

NO. MINOR CHILDREN _____ AGES OF MINOR CHILDREN _____

HAVE YOU EVER WORKED AT A PLANT? _____ WHERE & WHEN? _____

HAVE YOU EVER APPLIED, OR ARE YOU CONSIDERING APPLYING, FOR WORK AT A PLANT? _____ WHERE & WHEN? _____

DESCRIBE THE WORK FOR WHICH YOU CONSIDER YOURSELF BEST QUALIFIED _____

MILITARY

ARE YOU REGISTERED UNDER SELECTIVE SERVICE LAW? _____ SELECTIVE SERVICE CLASSIFICATION _____

LOCAL BOARD ADDRESS _____ (STREET CITY STATE) SELECTIVE SERVICE NO. _____

WERE YOU EVER A MEMBER OF THE ARMED FORCES OF THE U.S.? _____ BRANCH _____

DATE ENTERED _____ DATE OF SEPARATION _____ TYPE OF DISCHARGE _____

ARE YOU A MEMBER OF THE RESERVE? _____ BRANCH _____

REFERENCES

LIST TWO—USE FULL NAMES—ONLY PERSONS WHO HAVE KNOWN YOU FOR FIVE YEARS OR MORE. DO NOT GIVE FORMER EMPLOYERS OR RELATIVES.

FIRST NAME	MIDDLE	LAST	ADDRESS	OCCUPATION	HOW LONG KNOWN

CLEARANCES

1. HAVE YOU EVER HELD A SECURITY CLEARANCE? _____ WHEN? _____

   EMPLOYER WHEN GRANTED? _____ LEVEL? _____

2. HAVE YOU EVER HAD A SECURITY CLEARANCE SUSPENDED, DENIED OR REVOKED? ☐ YES ☐ NO
3. HAVE YOU EVER TERMINATED EMPLOYMENT WHILE AN APPLICATION FOR A SECURITY CLEARANCE WAS PENDING? ☐ YES ☐ NO
4. DO YOU HAVE A SECURITY CLEARANCE PENDING AT YOUR CURRENT PLACE OF EMPLOYMENT? ☐ YES ☐ NO

(IF THE ANSWER TO THE SECOND, THIRD, OR FOURTH QUESTION IS "YES" PLEASE EXPLAIN IN DETAIL UNDER "REMARKS" ON PAGE 4)

EDUCATION

HIGHEST GRADE COMPLETED _____ HIGH SCHOOL ATTENDED _____
NAME CITY STATE

FOREIGN LANGUAGES SPOKEN OR READ _____

UNDERGRADUATE COLLEGE RECORD (GRADE TRANSCRIPTS ARE DESIRABLE)

NAME AND ADDRESS OF SCHOOL(S)	DATES FROM	DATES TO	MAJOR SUBJECTS	AVERAGE GRADES	DEGREE OBTAINED	DATE

GRADE POINT AVERAGE _____ /A = _____ CLASS STANDING _____ OUT OF _____ IF NO DEGREE, TOTAL UNITS _____

GRADUATE RECORD (GRADE TRANSCRIPTS ARE DESIRABLE)

NAME OF SCHOOL(S)	DATES FROM	DATES TO	MAJOR SUBJECTS	SEMESTER HOURS PER MAJOR SUBJECT	DEGREE OBTAINED	DATE

GRADE POINT AVERAGE _____ /A = _____ CLASS STANDING _____ OUT OF _____

TITLE OF YOUR THESIS: _____

SCHOLARSHIPS: _____

COURSES IN WHICH YOU DID YOUR BEST WORK: _____

OTHER SCHOOLING (TRADE, TECHNICAL, CORRESPONDENCE AND MILITARY)

NAME AND ADDRESS OF SCHOOL(S)	COURSE	DATE

ACHIEVEMENTS

LIST PUBLICATIONS AND/OR INVENTIONS AND ANY SCIENTIFIC AWARDS YOU HAVE RECEIVED

LIST ORGANIZATIONS (EXCLUDING LABOR, RACIAL AND RELIGIOUS) TO WHICH YOU HAVE BELONGED IN THE LAST TEN YEARS. INCLUDE ENGINEERING, SCIENTIFIC AND HONORARY SOCIETIES. (IF NONE, WRITE NONE)

INDICATE PRINCIPAL HOBBIES: _____

FULL NAMES AND ADDRESSES OF TWO PERSONS FAMILIAR WITH YOUR TECHNICAL ABILITY WHOM WE MAY CONTACT

FIRST NAME	MIDDLE	LAST	ADDRESS

EMPLOYMENT LIST ALL JOBS AND ACTIVITIES INCLUDING MILITARY SERVICE, SCHOOLS, PART TIME EMPLOYMENT WHILE IN SCHOOL, SELF EMPLOYMENT AND PERIODS OF UNEMPLOYMENT FOR THE PAST 10 YEARS. PLEASE ALSO LIST *SIGNIFICANT* EXPERIENCE MORE THAN 10 YEARS AGO. *BEGIN WITH MOST RECENT*

PRESENT OR MOST RECENT POSITION: MAY WE CONTACT YOUR PRESENT EMPLOYER FOR REFERENCE? _____

EMPLOYER _____ ADDRESS _____ (STREET / CITY / STATE)

NAME AND TITLE OF SUPERVISOR: _____

YOUR POSITION AND DESCRIPTION OF DUTIES: _____

FROM MONTH _____ YEAR _____

TO MONTH _____ YEAR _____

BASE * PAY: $ _____ PER _____

REASON FOR LEAVING

OFFICE USE

EMPLOYER _____ ADDRESS _____ (STREET / CITY / STATE)

NAME AND TITLE OF SUPERVISOR: _____

YOUR POSITION AND DESCRIPTION OF DUTIES: _____

FROM MONTH _____ YEAR _____

TO MONTH _____ YEAR _____

BASE * PAY: $ _____ PER _____

REASON FOR LEAVING

EMPLOYER _____ ADDRESS _____ (STREET / CITY / STATE)

NAME AND TITLE OF SUPERVISOR: _____

YOUR POSITION AND DESCRIPTION OF DUTIES: _____

FROM MONTH _____ YEAR _____

TO MONTH _____ YEAR _____

BASE * PAY: $ _____ PER _____

REASON FOR LEAVING

EMPLOYER _____ ADDRESS _____ (STREET / CITY / STATE)

NAME AND TITLE OF SUPERVISOR: _____

YOUR POSITION AND DESCRIPTION OF DUTIES: _____

FROM MONTH _____ YEAR _____

TO MONTH _____ YEAR _____

BASE * PAY: $ _____ PER _____

REASON FOR LEAVING

EMPLOYER _____ ADDRESS _____ (STREET / CITY / STATE)

NAME AND TITLE OF SUPERVISOR: _____

YOUR POSITION AND DESCRIPTION OF DUTIES: _____

FROM MONTH _____ YEAR _____

TO MONTH _____ YEAR _____

BASE * PAY: $ _____ PER _____

REASON FOR LEAVING

EMPLOYER _____ ADDRESS _____ (STREET / CITY / STATE)

NAME AND TITLE OF SUPERVISOR: _____

YOUR POSITION AND DESCRIPTION OF DUTIES: _____

FROM MONTH _____ YEAR _____

TO MONTH _____ YEAR _____

BASE * PAY: $ _____ PER _____

REASON FOR LEAVING

EMPLOYER _____ ADDRESS _____ (STREET / CITY / STATE)

NAME AND TITLE OF SUPERVISOR: _____

YOUR POSITION AND DESCRIPTION OF DUTIES: _____

FROM MONTH _____ YEAR _____

TO MONTH _____ YEAR _____

BASE PAY: $ _____ PER _____

REASON FOR LEAVING

***Base pay is your basic rate of pay excluding overtime premiums, special bonuses or allowances. The rates you indicate may be checked with your former employers.**

PERSONAL

HAVE YOU EVER USED ANOTHER NAME WHILE IN THE ARMED FORCES OF THE U.S., IN PAST EMPLOYMENT OR WHILE ATTENDING SCHOOL? YES_____ NO_____

IF SO, GIVE NAME(S) WHERE USED AND DATES USED_____

HUSBAND'S OR WIFE'S FULL NAME:_____
FIRST MIDDLE LAST

ADDRESS:_____
NUMBER STREET CITY ZONE STATE

SPOUSE'S OCCUPATION (IF EMPLOYED)_____ EMPLOYER_____

NAME OF PERSON OTHER THAN SPOUSE TO BE NOTIFIED IN CASE OF EMERGENCY:_____
FIRST MIDDLE LAST

ADDRESS:_____
NUMBER STREET CITY ZONE STATE

DO YOU HAVE FRIENDS OR RELATIVES WORKING AT ?_____ IF SO, LIST NAMES UNDER "REMARKS."

Are you, or have you ever been a member of any communist organization, any political party or social organization which advocated or advocates the overthrow of our constitutional form of government in the United States, or do you have, or have you had, membership in, affiliation with any group, association or organization which advocated or advocates, or lent or lends support to any organization or movement, advocating the overthrow of our constitutional form of government in the United States?

WRITE (DO NOT TYPE OR PRINT) YES OR NO_____

ARE YOU A UNITED STATES CITIZEN? YES_____ NO_____ CAN YOU, AFTER EMPLOYMENT, SUBMIT PROOF OF CITIZENSHIP? YES_____ NO_____.

The above information concerning citizenship is furnished for the purpose of securing employment with which I have been advised is engaged in the performance of contracts with the United States Government and is furnished with full knowledge of Section 911 of Title 18 of the U.S. Code, which provides as follows: "WHOEVER FALSELY AND WILFULLY REPRESENTS HIMSELF TO BE A CITIZEN OF THE UNITED STATES SHALL BE FINED NOT MORE THAN $1,000.00 OR IMPRISONED NOT MORE THAN 3 YEARS."

HAVE YOU EVER BEEN ARRESTED (INCLUDE COURTS MARTIAL, OMIT TRAFFIC VIOLATIONS WHERE THE ONLY PENALTY IMPOSED WAS A FINE OF $50 OR LESS)?
WRITE YES OR NO_____. IF YES, GIVE DATE, PLACE, CHARGE AND DISPOSITION UNDER "REMARKS."

LIST ALL YOUR PAST RESIDENCE ADDRESSES FOR THE LAST 5 YEARS. IF YOU WERE IN THE ARMED FORCES, LIST ADDRESS JUST PRIOR TO ENTERING.

STREET ADDRESS	CITY	STATE	FROM	TO

REMARKS

I hereby certify that the answers given by me to the foregoing questions and statements made are true and correct, without mental reservations of any kind whatsoever. If employment is obtained under this application I will comply with all orders, rules and regulations of this Company. I agree to submit to physical examination. I also authorize my former employers to give any information they may have regarding me whether or not it is on their record. I hereby release them and their company from all liability for any damage whatsoever for issuing same. If, upon investigation, anything contained in this application is found to be untrue, I understand I will be subject to dismissal at any time during the period of my employment.

INTERVIEWER_____ DATE_____ SIGNATURE OF APPLICANT_____ DATE_____

FILE	INV.	REV.

FINAL_____ DATE_____

APPENDIX #3

CANDIDATE EVALUATION FORM

(NAME) _____ (DATE) _____ (JOB APPLIED FOR) _____

INSTRUCTIONS: PREPARE THIS FORM ON EACH JOB CANDIDATE INTERVIEWED. EVALUATE AND CHECK EACH ITEM. BE SPECIFIC IN YOUR COMMENTS. IF CANDIDATE IS *EMPLOYED*, SEND THIS FORM WITH EMPLOYMENT PAPERS FOR EVENTUAL FILING IN EMPLOYEE RECORD FOLDER. IF CANDIDATE IS *NOT HIRED*, RETAIN THIS COMPLETED FORM AND THE APPLICATION FOR A PERIOD OF 18 MONTHS.

PERSONAL	ABOVE STANDARD	MEETS STANDARD	BELOW STANDARD	COMMENTS
1. HOW NEATLY GROOMED IS HE?	☐	☐	☐	
2. HOW DOES HE CARRY HIMSELF?	☐	☐	☐	
3. DOES HE APPEAR TO BE PHYSICALLY ABLE TO HANDLE THE WORK?	☐	☐	☐	
4. HOW SINCERE DOES HE SEEM?	☐	☐	☐	
5. HOW ALERT DOES HE APPEAR?	☐	☐	☐	
6. HOW MATURE DOES HE SEEM?	☐	☐	☐	
7. DOES CANDIDATE HAVE ADEQUATE TRANSPORTATION?	☐	☐	☐	
8. DOES HE MEET MINIMUM EDUCATIONAL REQUIREMENTS?	☐	☐	☐	
SOCIAL				
1. HOW WELL DOES HE TALK?	☐	☐	☐	
2. HOW SOCIABLE DOES HE SEEM?	☐	☐	☐	
3. DOES HE PARTICIPATE IN GROUP ACTIVITIES?		☐ Yes	☐ No	
4. ANY SUGGESTION OF LEADERSHIP ABILITIES?		☐ Yes	☐ No	
5. DOES HE IDENTIFY SELF WITH THE COMMUNITY?		☐ Yes	☐ No	
6. DOES FAMILY LIFE SEEM HAPPY?		☐ Yes	☐ No	
7. DOES SPOUSE APPROVE OF THIS WORK?		☐ Yes	☐ No	
8. WOMEN – ANY CHILD CARE PROBLEMS?	☐	☐	☐	
9. HOW RESPONSIBLE DOES HE SEEM?	☐	☐	☐	
OCCUPATIONAL				
1. DOES WORK RECORD SUGGEST STABILITY?	☐	☐	☐	
2. IS WORK EXPERIENCE RELATED TO JOB APPLIED FOR?	☐	☐	☐	
3. DOES JOB HISTORY INDICATE INITIATIVE ON APPLICANT'S PART?	☐	☐	☐	
4. DOES HE ENJOY TEAM WORK?	☐	☐	☐	
5. DOES EXPERIENCE SUGGEST HABITS OF AGRESSIVENESS?	☐	☐	☐	
6. DOES JOB HISTORY INDICATE WILLINGNESS TO ASSUME RESPONSIBILITY?	☐	☐	☐	
7. DOES HE HAVE HEALTHY OUTLOOK TOWARD WORK?	☐	☐	☐	
8. DOES JOB HISTORY INDICATE ADAPTABILITY TO VARYING JOB PRESSURES?	☐	☐	☐	

☐ HIRE DATE ___/___/___
A (Initiate employee packet)
B (File – Employment Record Folder)

☐ CONSIDER
(Hold for Final Decision)

☐ REJECT
(Retain – See Above)

ACTION TAKEN: _____

DATE _____ TIME OF INTERVIEW _____ AM/PM

_____ SIGNATURE

_____ TITLE

INTERVIEWER'S EVALUATION
PERSONNEL DEPARTMENT

APPLICANT'S NAME	DATE

INSTRUCTIONS: *Place a Check Mark on The Rating Area Selected and Explain Reason in the FINDINGS Column.*

AREAS TO BE CONSIDERED	OUT-STANDING	ABOVE AVERAGE	AVERAGE	FAIR	POOR	FINDINGS (COMMENT ON EACH)
Job Experience Is						
Job Stability Is						
Domestic Situation Is						
Financial Status Is						
Education Background Is						
Outside Activities Are						
Health and Physique Are						
Appearance and Manners Are						
Employer's References Are						

SAMPLE

Reserve Committments:

CHECKED BY PLANT PROTECTION:

DATE

CONCLUSIONS:

YOU HAVE NOW REACHED THE POINT WHERE IT IS NECESSARY TO DECIDE WHETHER OR NOT THE APPLICANT SHOULD BE EMPLOYED. THIS CAN BE DONE ONLY THROUGH EXERCISE OF JUDGEMENT. YOU MUST RECOGNIZE THAT NO ONE IS PERFECT. SO, WHILE YOU MUST COMPROMISE, BE THOROUGH. WEIGH ALL THE INFORMATION IN EACH OF THE AREAS TO REACH YOUR DECISION.

OVERALL RATING	OUT-STANDING	ABOVE AVERAGE	AVERAGE	FAIR	POOR	RECOMMENDATION	YES	NO
1. What Overall Rating Do You Give The Applicant?						2. Do You Recommend Him For Employment?		
						3. Is He Potential Supervisory Material?		

1. REFERRED TO: JOB	DEPARTMENT	FOREMAN
2. REFERRED TO: JOB	DEPARTMENT	FOREMAN

TEST REPORT — DATE

- ☐ LABOR 1 2 3 — NOT QUALI-FIED
- ☐ CLERICAL 1 2 3 4 — NOT QUALI-FIED
  - TYPING: SHORT-HAND
- ☐ OTHER — NOT QUALI-FIED
  - QUALIFIED:

RECORDS:

REMARKS

BADGE NUMBERED (IF HIRED)	DEPARTMENT	INTERVIEWER	DATE

INTERVIEWER'S EVALUATION OF APPLICANT

Do not ask questions as shown. Conduct the interview so that each of the following questions can be answered by your evaluation of the applicant's responses and any information on the application form.

NAME _____ was interviewed for a

_____ position on _____ (date).

ADDRESS _____

Is applicant new in area? ☐YES ☐NO

Is applicant likely to be permanent in area? ☐YES ☐NO

AGE

Is age satisfactory for job? ☐YES ☐NO

Does applicant qualify for permanent status? ☐YES ☐NO

INTEREST

What is applicant's interest in working for the ? _____

_____

Can a career employment be expected? ☐YES ☐NO

FAMILY STATUS

Are debts excessive? ☐YES ☐NO

Is there any other income? ☐YES How much? _____ ☐NO

(If applicable) What child care has been arranged? _____

_____

What will happen if the children become ill? _____

_____

What is spouse's occupation? _____

How long there? _____ Is job permanent? _____

SKILLS

How well can applicant use business machines? _____

Shorthand? _____ Typing? _____ Any other skills? _____

SCHOOLING

Is it adequate? ☐YES ☐NO Is it too much for position? ☐YES ☐NO

Is major related to banking? ☐YES ☐NO

What were best subjects? _____

_____

Going to college? ☐YES ☐NO If so, when? _____

Do extracurricular activities indicate a friendly interest in people or leadership qualities?

☐YES ☐NO

WORK EXPERIENCE

How many jobs? _____ Too many? ☐ YES ☐ NO

Do the jobs show a good background for bank work? ☐ YES ☐ NO

Why did applicant leave each job? Are reasons satisfactory? ☐ YES ☐ NO

Did applicant like each job? ☐ YES ☐ NO Why not? _____

_____

Is this a good reason? ☐ YES ☐ NO

Is previous salary in line with what we can offer? ☐ YES ☐ NO

If not, does this mean a serious adjustment in living standards? ☐ YES ☐ NO

Are there any periods of unemployment? ☐ YES ☐ NO

What was applicant doing during each of these? _____

_____

_____ Satisfactory explanation? ☐ YES ☐ NO

OTHER DATA

Left handed? ☐ YES ☐ NO (This may be a handicap, particularly for a machine operator.)

If male, is the applicant willing to transfer to another area? ☐ YES ☐ NO

What is his U. S. military status? _____ _____

EVALUATION

	Satisfactory	Unsatisfactory
Grooming and appearance	_____	_____
Voice and speech	_____	_____
Attitude and personality	_____	_____
Interest and attention	_____	_____
Alertness	_____	_____
Handwriting	_____	_____

OVERALL EVALUATION OF APPLICANT

Outstanding ☐ Above average ☐ Fully acceptable ☐

Below our requirements ☐ Unsuited ☐

Employed ☐ YES ☐ NO To report _____ (date)

No openings ☐

Not qualified ☐

_____

Interviewer

College graduate
Pre-empit. Appraisal

INTERVIEWER'S NOTES

Date _____ AM ☐ PM ☐

Name _____ Age _____ Degree _____ Major _____ College _____

Work Pref. _____ O ☐ S ☐ N ☐

Location Pref. _____ ☐ ☐ ☐

Candidate For _____ Co. _____

Interviewing Co. _____ Interested in Emplyg. Yes _____ No _____

IMPORTANT CHARACTERISTICS

PERSONAL QUALITIES ☐

Emotional Stability *(Balance, flexibility)*

Health *(including energy)*

Impact *(Appearance, enthusiasm, likeableness)*

Initiative

Integrity *(Reliability, moral standards)*

Perseverance

EFFECTIVE INTELLIGENCE ☐

Class Rank *(Accumulative - trend)*

In what courses did he excel? do poorly?

Knowledge from self-education, work or military service.

How quickly does he learn?

MOTIVATION ☐

What does he want out of a job? out of life?

What goals has he set for himself?

How strongly will he strive to meet these goals?

Is he likely to satisfy his expectations if he is employed by the System?

Does he seek to grow?

ATTITUDE ☐

How considerate is he of others?

How realistically does he see himself?

How does he react to authority?

How does he feel about assuming responsibility?

How does he feel about making decisions?

SKILLS ☐

Communicating *(Talking, listening, writing)*

Creativity

Leadership

Perception - Seeing what is really there. Visualizing a problem, a situation.

Planning *(Long range, short range)*

Organizing

IMPORTANT FACTS, INFERENCES, IMPRESSIONS

Sources of information, other than the interview include: Qualification Record (K 13); College Records including transcripts, test scores, etc.; Faculty Opinions; Reference Checks. (See Reverse)

_____
Interviewer

CAMPUS INTERVIEW

Faculty Opinion:

Interviewer Comments:

DEPARTMENTAL INTERVIEW

Interviewer Comments:

In your opinion does this man have the qualities to reach objective level in your department?

Yes _____ **No** _____